

4) weak self-consciousness of a part of intellectuals, underestimation of its place and role in the society;

All this gives the officials the right to infringe intellectuals, to still use the «remainder principle» in regard to culture.

It is not by chance that in the Conference organized by UNESCO, workshop dedicated to intellectuals turned out to be the least uniform in regard to topics of reports: part of them, strictly speaking, has nothing to do with the theme of discussion. However, the Organizing Committee considered it possible to publish some of these reports which present a certain interest, though they are rather far from the theme of the workshop. In this sense, the very themes of the workshop reports reflect the present level of self-consciousness of our intellectuals.

CULTURE AND EDUCATION

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Krasnoufimsk is situated 300 km to the west of Yekaterinburg, in a very picturesque locality which is called Russian Switzerland. Nature here fully reflects a special physical and geographical position of the Urals as the border between Europe and Asia. Not far from Yekaterinburg (40 km) there is a high marble obelisk with an inscription «Europe-Asia» — here is a conventional border between the two continents.

Krasnoufimsk with its neighbourhood is an example of a multinational district where Tatars, Bashkirs, Russians, Mordovians, Ukrainians, Germans, etc., live for centuries in peace and friendship, displaying a greatest patience, wisdom and mutual respect

In the course of the round-table discussion, participants, taking into consideration documents and ideas of UNESCO, its programme in the area of education and culture for 1996-2000, mention the necessity and importance:

— of close relations between education and culture in the course of their development in the Urals and Siberia, search of ways of their further rapprochement in the process of forming personality of young people;

— of aiming the activities of cultural and educational organizations and institutions at achievement of democracy as a form of people's behavior based on adherence to peace, tolerance, peaceful settlement of conflicts, justice, on understanding of the fact that democracy exists both around us and inside us, on recognition of the fact that the main task of all

the kinds of educational and cultural activities is to grow and cherish values related to peace, rights of man and democracy;

- of trying to understand that at all levels, education must promote formation of mature and balanced people, full of self-esteem and respecting other people, and understanding and sympathising with own and other peoples' traditions and cultures;

- of support to reforms and reorganization of the educational system by means of intra-regional and inter-regional dialogue and exchange of experience in the area of politics of education and innovations;

- of organization of a true communication and dialogue between education and culture, their interrelation and mutual integration not only at the level of institutions, but also at the level of subjects of these kinds of activities -- students, teachers, workers of culture;

- of providing possibilities for development of national cultures and national schools and extension of their cooperation, recognition of values of different cultures with the aim to strengthen their status and develop intercultural and socio-cultural education and environment;

- development of a special strategy of education and cultural activities for socially vulnerable groups of population, including those which have recently been in the zones of conflicts;

- of a profound study of foreign languages to strengthen mutual understanding between communities and peoples, a more profound understanding of other cultures;

- of improving quality of the environment of studies and cultural development for children, young people and adults;

- of turning educational establishments in small towns, in isolated microdistricts, into socio-cultural centres, based on interrelation of culture-oriented programmes of education with creation of a special atmosphere of educational and cultural life;

- of aiming educational establishments with formal education at institutions forming qualities of and features of a cultured person;

- of developing the activities of informal (additional) education establishments;

- of strengthening innovation approaches to informal structures of education, especially with the help of projects on extension of possibilities of education and training for young people;

— of developing and implementing the strategy which develops a sense of responsibility of an individual, inseparably related to the sense of civic responsibility, as well as forming and fostering such senses as solidarity, creativity, ability to settle conflicts in a peaceful way;

— of realization of the idea of a lifelong education for both young and older generations.

CULTURE AND ECOLOGY

Nizhny Tagil is situated 120 km to the north of Yekaterinburg. This is a monument of a unique industrial heritage, here there is a Museum of Mining and Metallurgy in the Urals set up in the territory of an old Demidovs metallurgical plant. At present, it is a large construction and cultural centre. The town is also famous for its painted trays, they began to manufacture them as far back as in the XVIIIth century.

Subject of the round table discussion «Culture and Ecology» is search of ways to solve problems of interaction of man and environment in a spiritual, social and ecological aspects, at the example of the Ural Region.

Participants are sorry to establish the fact that development of civilization is accompanied with an increasing alienation of man from nature and national culture. The main reason of the developing ecological catastrophe apparently roots in historically established values stimulating increasing consumption of natural resources to the detriment of nature. Mounting ecological problems cannot be solved by only economic and technological methods, what is needed is a change of values, a radical change of the notion about a place and a role of man in nature. That is to say, mankind has come to the threshold over which it will need new morals, a new system of values.

Today, the question is not of ecological education alone, but of a new social order based on a new ethics, new morals, new idea of a place and role of man in nature.

It is necessary to turn a mass technocratic consciousness into an ecological thinking.

Salvation of mankind lies in its spiritual and cultural development which, together with moral values, are aimed at protection of every living thing and interests of nature as a whole. Mankind will be able to have a prospect of development only when it finds itself in the equilibrium with biosphere.